Massachusetts General Hospital
School of Nursing
1955-1957

MASSACHUSETTS GENERAL HOSPITAL

SCHOOL OF NURSING

Boston, Massachusetts

1955-1957

A Model of

Massachusetts General Hospital

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FOREWORD

SCHOOLS of nursing vary as to opportunity. Every young woman who considers entering a school of nursing should learn the essentials of a good school; otherwise she may find after spending three years in the school and being graduated from it, that the curriculum failed to provide the theory and practice necessary for the adequate preparation of the nurse of today. The inadequately prepared nurse will find many avenues of advancement closed to her. A prospective applicant should select a nursing school that is accredited by the State Board of Nurse Examiners of the state where the school is located, and likewise is accredited by similar Boards in those other states where the applicant may wish to practice. In every state, graduation from an accredited school is a necessary requisite for state registration. Only registered nurses may become members of the American Nurses Association, the Government Nursing Services, and the Red Cross Nursing Service.

The good school provides adequate clinical experience, employs well prepared teachers, possesses well equipped class rooms, provides good working conditions, and has an adequate and well balanced curriculum. It also provides good living conditions, reasonable hours of work, suitable facilities for recreation, makes every effort to maintain the health of the students, and takes good care of them when they are ill. All accredited schools prepare their graduates adequately for the practice of surgical, medical, obstetric, pediatric, and psychiatric nursing. These schools also teach the principles of public health nursing and the fundamentals of the nursing care of patients with communicable diseases. The last decade has brought a new emphasis on the importance of the maintenance of health and prevention of illness. The nurse has a very important role as a teacher of health; therefore, the good school of nursing incorporates the social and health aspects of nursing throughout the entire curriculum and the principles, practices, and techniques of health teaching into certain specific courses.

The location of a school of nursing has much to do with the educational and cultural opportunities available to student nurses. The prestige of the school and the standing and accomplishments of the alumnae are matters of importance. A survey of the fields in which the graduates of

a school are employed, an estimate of their standard of work, and a review of the importance of the positions which they hold are among the measuring rods by which the success of a school may be judged.

The prospectus of a school of nursing generally makes a statement as to whether a school is accredited by the State Board of Nurse Examiners. If no such statement is made, this information will be supplied by the Board. The office of the Board of Nurse Examiners is usually located in the Capitol Building of each state.

The study of nursing brings further opportunities for education to the high school graduate, at a relatively small expense to the student. This is possible because the student, as she learns, assists with the hospital care of the patient, and so defrays the cost of her instruction and maintenance.

Upon completion of the diploma or three year program, the new graduate may enter private practice in a home or hospital, work as an institutional staff nurse in general medical or surgical services or one of the specialties, or she may work in the military or non-military governmental services. With further experience and preparation she may progress to the position of head nurse, or she may choose to enter a special field such as industrial or public health nursing.

For those interested in additional general and professional education, there is opportunity to matriculate for a Bachelor of Science degree in many universities which allow varying amounts of college credit for the three year undergraduate nursing program. For those who obtain such preparation, or for those graduated from a degree program, there are many opportunities in the various fields of nursing. Adminstrative positions in hospitals offer challenging opportunities for those with medical science interests and executive ability. Positions in the field of nursing education may be open in either hospital or university schools of nursing for those interested in educational administration or in the teaching of nursing, biological or social sciences. Positions in public health nursing such as visiting nursing, school nursing, or consultant positions in such fields as pediatrics, orthopedics, and mental health, provide unique opportunities for community contacts and family health teaching. For those with an ability to organize, positions

in industrial nursing offer a challenging opportunity to participate in educational health and safety programs, as well as to give care to ill and injured employees. For those interested in research, the number of positions is constantly growing both in the medical field and in the profession of nursing itself.

As a profession, nursing is still fluid; new trends are constantly developing enlarged horizons and fields of service. The woman who has aptitude and broad professional preparation for her work in nursing will find satisfactions seldom found in other careers for women.

Even when nursing is not followed as a career, the nurse finds her education an excellent preparation for the administration of a home and the upbringing of children, as well as citizenship in community life. Her knowledge of life, of health, and of the prevention of disease should prepare her to make a valuable contribution to the welfare of her community.

The Massachusetts General Hospital

Purpose of the Hospital. The Hospital achieves in many ways its major purposes: the care of the sick, the prevention of illness and the promotion of health, the research into the cause and treatment of disease, and the teaching of the varied groups concerned with all these purposes. The fundamental philosophy still places the needs of the patient first. Stimulation and high interest also prevail in this hospital where even today history is being made. The educational climate in such an institution fosters the learning interests of all its students. In such an atmosphere the opportunities for student nurses to achieve desirable attitudes and standards are unlimited.

Early History of the Hospital. The School of Nursing is an integral part of the Massachusetts General Hospital. This Hospital, the third oldest private hospital in America and the oldest in New England, received its charter of incorporation in 1811. The corner stone of the original building was laid July 4, 1818. This building is of Chelmsford granite and was designed by Charles Bulfinch. The interior has been modernized to meet the present-day demands of the one hundred and seventeen patients housed within its walls; but great care has been taken to preserve the general lines of the building, the beautiful halls, and the lovely doorways. The Bulfinch Building stands with Faneuil Hall and the State House as fine examples of the work of that great architect of the eighteenth century. The Hospital is over one hundred and twenty years old and from one building has increased to a group numbering about twenty separate buildings. With few exceptions all have been extensively remodeled or recently erected. The first patient was admitted in 1821, and for well over a century the Hospitai has maintained a standard of service which has enabled it to retain its place among the leading hospitals of the world. Members of the medical and administrative personnel have made contributions to the improvement of the care of the sick which are of far reaching significance.

Contributions of World-Wide Importance. One of the earliest of these contributions was made by Dr. Oliver Wendell Holmes, probably better known as an author than as

a physician. He was a member of the Hospital staff from 1840-1849. In 1843 he published his essay on the "Contagiousness of Puerperal Fever". In this paper Dr. Holmes stated his beliefs concerning the transmission of this disease and also his beliefs relative to the prevention of such transmission. At first, several of the leading physicians of the country scoffed at his deductions, but in time Dr. Holmes's affirmations were accepted as facts and he was accorded enrollment among the benefactors to mankind.

The greatest contribution was made on that day in 1846 when in the operating theatre of the Hospital, Dr. Morton gave the first public demonstration of the use of sulphuric ether to produce surgical anesthesia. Dr. John C. Warren performed the operation. The patient, when he recovered, declared he had felt no pain. The news of this discovery went from that room throughout the world and a new era of surgery began.

Dr. Reginald Fitz was appointed microscopist to the Hospital in 1871, and from 1887 to 1908 was a visiting physician. In 1886 he read his paper entitled, "Perforating Inflammation of the Vermiform Appendix", before the Association of American Physicians. The paper summarized findings which Dr. Fitz believed proved that in the appendix is to be sought the most frequent single cause of inflammation of the bowels or of peritonitis. This teaching was a great contribution to medicine and surgery and so to humanity.

In 1905 a Social Service Department was organized in the Out-Patient Department of the Massachusetts General Hospital. This was the beginning of organzied social work in the medical institutions of the United States. The innovation was due to the vision of Dr. Richard C. Cabot.

Present-Day Service. Today, as in former years, this great Hospital with a professional staff composed of experts in the different branches of medicine, and with laboratories directed by men who are authorities in their own fields, is continually contributing to the welfare of humanity. But to the contribution of the doctor to-day is added that of the professional women in the services of diet therapy, occupational and physical therapy, social service, and nursing.

That its facilities may be available to people of moderate means, the largest group in any community, the Hospital, in 1930, erected a

new building for the exclusive use of this group of patients. It is named the Baker Memorial in the memory of the parents of the largest donor to the funds which made this building possible. The building is so organized and administered that the patient not only has for his use the facilities indicated above, but he may also know, upon admission, just what his hospital stay will cost. The details of the unusual contribution that this department of the Hospital has made to the medical care of people of moderate means cannot be given here, but the Baker Memorial is considered one of the outstanding contributions which the last decade has made to hospital service.

In 1939, the George Robert White Surgical Building was opened. Besides wards and rooms for patients there are located in this building operating rooms, a central supply room, the x-ray department, surgical laboratories, and the emergency ward.

Through the fusion of the Huntington and the Vincent Memorial Hospitals with the Massachusetts General Hospital in 1942, the tumor and gynecologic services have been greatly strengthened. A new building, housing the Vincent Memorial Hospital for 46 gynecologic patients and the Burnham Memorial Hospital for children, was opened in November, 1948, increasing the pediatric capacity from 38 to 85.

A small psychiatric division cares for 18 patients, giving an opportunity for some student nurses to have added experience in caring for these patients in the home Hospital. The main Mental Department of the Massachusetts General Hospital, however, is the McLean Hospital, located in Waverley, twelve miles from Boston.

In 1955 the Hospital added to its already existing ambulatory services in The Clinics, a Family Health Service conducted with Harvard Medical School, to care for families who need preventive and therapeutic services in the home as well as in the Hospital.

Today the Massachusetts General Hospital cares for adults and children acutely ill with general medical and surgical diseases. Two small units are provided for patients ill with communicable diseases.

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The Diploma Program

Aim and Philosophy of the School. It is the purpose of the School to prepare young women to meet their responsibilities as nurses in the broad health program of their times. It is our belief that such responsibilities can be met best by a nurse with a thorough knowledge of the sciences fundamental to the practice of nursing, technical skill in the care of the sick, and skill in dealing with the personal and social factors involved in all human relationships.

Because the health and sickness needs of people vary, the program of the School must be a changing one which reflects in the curriculum the growing emphasis on the nurse's responsibility for disease prevention and health promotion. With these emphases, there is increased need for health teaching based on an acceptance of the family as the focus of the health program, and on the realization of the influence of psychological, social, and economic factors in health and in sickness. The recent extension of hospital services into the community, the utilization of the team concept as it affects the care of patients and interprofessional relationships, and the broadening interpretation of the democratic ideal have further stimulated the development of the School program. As the curriculum is planned to prepare professional women, the health and development of the students as individuals and as citizens are considered of utmost importance.

The School intends to admit only those young women who possess high personal standards, who have demonstrated the ability to maintain a high level of scholarship, and who have developed the maturity and the ability to make satisfactory personal and social adjustments. The School then attempts to provide for these young women satisfactory living and working conditions, a high grade of classroom instruction and adequate clinical experience. Thus the School hopes to continue to graduate not only young women who possess nursing knowledge and nursing skill, but those who also possess desirable personalities, strong characters, and a sense of social responsibility.

History of the School. Early in the nineteenth century, the concept of the education of women was not widely accepted either in England or in America. The idea of education of nurses was unheard of at that time. Florence Nightingale began her reform of

nursing in England as a result of her experiences with the care of the wounded and sick in the Crimean War. In 1860, she established at St. Thomas' Hospital, London, the school which was to provide in its program and methods the basis for the founding of the first three schools of nursing in the United States.

In 1872, the Woman's Education Association of Boston became interested in developing a new occupation for self-supporting women, and set up a committee to foster trained nursing as a desirable occupation which would meet the need for nurses in the community. At that time there were no trained nurses caring for patients either at home or in the hospitals for there were no training schools for nurses in this country. The committee studied the possibility of establishing a school of nursing in Boston, after one of its members had visited Florence Nightingale for advice.

Subsequently the trustees of the Massachusetts General Hospital consented to let one hospital building be used for the teaching of pupil nurses. The committee engaged a Civil War nurse for a superintendent and two practical nurses for head nurses, enrolled four students, and launched the school on November 1, 1873, under the name of the Boston Training School for Nurses. Almost immediately the committee transferred control and property to a Board of Directors who conducted this school as an independent school for twenty-three years. The management of the school was then transferred to the Trustees of the Massachusetts General Hospital and was named the Massachusetts General Hospital Training School for Nurses. Several members of the Board of Directors of the original school later became members of an advisory committee. As neither the residence nor the practice field of the student nurse was changed, the continuity of the school remained unbroken.

In 1940, the name was again changed to the Massachusetts General Hospital School of Nursing to indicate that the educational aims of the school were in keeping with the modern emphasis on "learning" rather than "training" in nursing education.

In 1945, Radcliffe College and the Massachusetts General Hospital School of Nursing established a coordinated program for the preparation of young women who wish both a broad general education and a professional education in nursing. These young women must meet specific requirements of both the school of nursing and the college.

Contributions of Alumnae. Graduates of the School have tended to go into almost every state of the Union to work in all phases of nursing. Over the years large numbers have gone into missionary work and other types of foreign service and have served on all continents. At home and abroad alumnae will be found at the bedside of patients in homes and in hospitals, in such activities as teaching nursing, administering hospitals and clinics, or in the various fields of public health nursing. They have been active in military service since the first nurses volunteered during the Spanish-American War.

The Alumnae Directory, published in 1940, showed that of the 2,772 graduates of the school, 1,013 were actively engaged in nursing. 33% of these were employed in administration or teaching, 17% in Public Health Nursing, 33% in private practice, 7% in general staff nursing and 8% in miscellaneous types of nursing, including administration of anesthetics, industrial nursing and graduate study. We have reason to believe that the distribution of the alumnae graduated since 1940 would not vary markedly from this, except for a higher percentage engaged in military service and an increase in the precentage of married nurses at home with their families.

The school takes pride in the fact that its alumnae are interested and active in their professional organizations as well as the organizations of the community in which they live. They have taken the leadership in groups working for improved nursing legislation. They have contributed their share of articles to the national and state nursing journals, and their share of books to the growing supply of nursing literature; and they have served in positions of leadership in national organizations, on national publications, in national legislation, and with the Federal Services and their committees.

Facilities Utilized for Instruction. The opportunities offered by a large general hospital assure a broad and varied clinical experience for student nurses. The Masschusetts General Hospital and other institutions with which the school is allied offer extended and diverse clinical resources for the teaching of nursing. The General Hospital has facilities for instruction in the nursing care of men, women, and children, in medical, surgical and surgical specialties wards. The Baker Memorial offers comparable facilities for the care of private patients. The Clinics, with an average daily attendance of 585 patients,

provide unique opportunities in the care and rehabilitation of the ambulatory patients. Because of the relationship of this hospital to Harvard Medical School and because of the large amount of research conducted within the hospital, all services provide maximum educational opportunities.

Three affiliations are included in the clinical experience for students. All students go to the Boston Lying-In Hospital for a 12 week affiliation in obstetric nursing, to the McLean Hospital for a 12 week affiliation in psychiatric nursing, and to the Massachusetts Eye and Ear Infirmary for a 4 week affiliation in nursing of patients with diseases of the eye, ear, nose and throat.

The Massachusetts General Hospital and the affiliating institutions where the student nurse has her clinical experience are accredited by the Joint Commission on Accreditation of Hospitals and the State Hospital Association.

Additional community facilities are used to enrich the education program of the School of Nursing through scheduled field trips correlated with courses of instruction.

Within the Hospital there are two classrooms and six laboratories of which the school has exclusive use. Two laboratories are equipped for the teaching of sciences, three for the teaching of nursing, and the other for the teaching of nutrition. Some classes are held in the various amphitheatres and clinic rooms at the Hospital. There are also small teaching rooms either on, or adjacent to, every ward in the Hospital. Ward teaching conferences are held in these rooms and students may use the rooms also as place for studying special ward records and references. The Nurses' reference library is in the Moseley Building and is named the Palmer-Davis Library in honor of two alumnae of the School. A well prepared librarian is in charge of this library which contains over 101 periodicals and over 3,028 volumes of which 121 are in an historical collection. Students have full access to the Warren Library, the patients' fiction library of 4,800 volumes. Except in the evening hours, students also have access to the Treadwell Library which is the Hospital's medical library of 20,000 volumes and 216 periodicals.

Teaching Staff. The teaching staff for the School of Nursing includes a large group of nurses and other professional personnel from the many departments within the Hospital. The teaching per-

sonnel are well prepared both academically and professionally. Public health nurses on the staff of the School assist with the integration of social and health concepts of patient care throughout the curriculum. Physicians share with teaching of the medical aspects of nursing; the majority of these physicians are graduates of Harvard Medical School and have appointments on the medical staff at the Hospital. Allied departments of the Hospital provide qualified instructors for classes in the respective fields of diet therapy, physical therapy, occupational therapy and social service.

Accreditation, Registration, and Reciprocity. The Massachusetts General Hospital School of Nursing is approved by the Approving Authority for Schools of Nursing of the State of Massachusetts. In 1940, the school was surveyed and fully accredited by the National League of Nursing Education. In 1953 it was again surveyed and full accreditation was continued by the Accrediting Service of the National League for Nursing.

Graduates of the school, who are also graduates of approved high schools, are, as far as our knowledge extends, eligible to take examinations for registration in every state of the Union. If the grades obtained in the Massachusetts State Board Examinations are sufficiently high, the graduates may be registered in other states by reciprocity.

Obviously, no person can foretell what new regulations relative to registration may be made in any given state which may render a graduate for any given school ineligible for examination in states other than the one in which her school is located. The policy of this school, however is to keep informed of all regulations and to prepare its graduates to meet them.

Citizenship. As most states require United States citizenship or intended citizenship for registration, foreign born applicants should have received their "first-papers" prior to admission to the School. Those who do not intend to practice nursing in the United States are considered individually.

General Information

Selection and Admission. In the evaluation of school credentials, consideration is given to the requirements of the school attended, the type of course taken, the yearly grades, and the achievement of the applicant as indicated by the cumulative record. Admission is on a competitive basis. Preference is given to the applicant who, in addition to acceptable health and personal qualifications, presents the more advanced educational preparation and shows ability to carry a study program beyond the high school level. The School of Nursing reserves the right to select those applicants who appear, in the judgment of the Faculty, to be best qualified for the programs offered in this School.

Age, Civil State, Education. The preferable age is between seventeen and thirty years, although older applicants may be accepted.
The School admits both single and married women who meet the requirements of the School.

Applicants with high school preparation only, must be graduated from approved high schools or present equivalent acceptable preparation. The college or scientific program is preferred. 16 units of study are required:

English, 4 years	4 units
Foreign language, 2 years of the same language .	2 units
History, 2 years, or	
1 year of history and 1/2 year of civics	1 1/2 or 2 units
Mathematics, 2 years	2 units
Chemistry, 1 year	1 unit
Biology, 1 year	1 unit
Elective subjects	4 1/2 or 4 units
Required total	16 units

Latin or any foreign language credited by the high school will be accepted, but both units must be in the same language. Physics may be substitituted for chemistry and general science for biology, but chemistry and biology are preferred. Clerical practice and bookkeeping may not be substituted for mathematics. The elective subjects, as far as possible, should include history or other social studies, science, mathematics, and foreign language. All courses must satisfy the requirements of the Board of Registration of Nurses in Massachusetts and New York. Every high

school graduate should stand in the upper half of her graduating class or have passed the College Board Examinations in specified subjects. Preference will be given to those who stand in the upper quarter of their class and whose grades are at least ten points above the passing grade of the school.

Applicants entering from college must satisfy the basic entrance requirements listed for high school graduates, but the requirements may be met by a combination of high school and college courses. Grades received in college should be sufficiently high to indicate the applicant's ability to carry satisfactorily a program of study on the college level.

Application for Admission. The written application should be submitted on the form supplied by the School for that purpose and should be accompanied by a personal letter. A $10.00 fee must accompany each application. This fee is not refundable in the event of rejection or withdrawal.

An acknowledgment is sent immediately upon receipt of the application. If the previous school records and reference appear to be satisfactory, a physical examination blank is sent to be filled out and returned to the School by the family physician. Applicants for the Diploma Program are also required to take a series of aptitude tests, for which there is a charge of $7.00. These tests, which are given by the National League for Nursing in many cities throughout the country, examine the applicant's proficiency in various subjects which are related to success in nursing studies. No preparation or special coaching is needed. Full particulars about arrangements for testing will be sent to the prospective student when the processing of the application has been partially completed.

Written application should precede the personal interview. A letter is sent to each applicant suggesting a time when an interview with the Director or one of her assistants would be possible. The applicant should reply immediately, accepting the appointment, or, if ncessary, requesting another time. No appointments are possible for Saturday afternoons, Sundays, or holidays.

Classes are admitted early in September and March. High school students are advised to file their applications early in the senior year in order to allow sufficient time for the processing of credentials and for action by the Committee on Admissions.

Time Credit for College. The nursing profession increasingly offers opportunities for the woman who is well educated, who is well prepared, and who possesses the personal qualities and social maturity necessary for a career of public service. College graduates who show aptitude in nursing and who maintain an average of "B" during the first two years may receive 6 or 7 months time credit thereby reducing the total length of the program to 29 or 30 months. No special science prerequisites are required to qualify for this time credit. Applicants whose college study is not yet complete are encouraged to secure a sound general education, and, in planning for a broad distribution of courses, to include when possible chemistry, biology, psychology, and sociology.

Four months credit may be granted to students who have completed two years of study in an approved college and who show aptitude in nursing. To receive this credit of time students must also maintain an average of "B" in practice and theory during the first two years.

Applicants considering the shortened program should realize that laws and rulings of state boards of nurse examiners in some states require a minimum of three years in a nursing school. When registration is desired in such states, courses in one or more special services may be taken after graduation to meet the requirements.

Tuition and Fees. The cost of the course including uniforms and regular fees will be approximately $582.50. Individual items and their costs are as follows.

Application Fee (not refundable)	$ 10.00
Pre-entrance Tests	7.00
Tuition	300.00
Student Activity Fee	12.00
*Books	65.00
Library Fee	7.50
Laboratory Fee (preclinical)	10.00
Laboratory Fee (clinical)	10.00
*Uniforms	105.00
Breakage	10.00
Key Deposit (refundable)	1.00
Junior and Senior Tests	10.00
Graduation Fee	10.00
Health Fee	25.00
	$582.50

These expenses will be divided as listed below:

Before Entrance — $113.60

Application Fee	$ 10.00
Pre-entrance Tests	7.00
Uniforms	96.60
	$113.60

First Year Students

Payable on Day of Admission — $279.90

Tuition	$150.00
Uniforms	8.40
Books	65.00
Fees	51.50
Tests	5.00
	$279.90

Second Year Students

Payable at the beginning of the Second Year — $146.50

Tuition	$125.00
Fees	16.50
Tests	5.00
	$146.50

Third Year Students

Payable at the beginning of the Third Year — $41.50

Tuition	$ 25.00
Fees	6.50
Graduation	10.00
	$41.50

Certain additional fees may be necessary for some students:

For those students eligible for public health nursing affiliation $50.00

For repeating a course:

If a student is permitted to repeat a course, an additional tuition fee will be charged .....$10.00-$20.00

For re-examination:

If the class standing of a student warrants, opportunity will be given to repeat a final examination $3.50

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* The cost of uniforms and books is subject to change as prices vary. No refunds will be made from tuition or fees after admission.

Throughout the course, the student will be maintained by the Hospital without expense for board, room, and laundry. Other expenses for clothing, recreation, etc., should be provided for by a personal budget or allowance.

Student's Stipend:

Eight Months Interneship $240.00

Scholarships and Loans. On admission to the School, grants-in-aid of $100 are awarded to a limited number of students who present satisfactory credentials and who need financial assistance.

Each year the School offers a number of $100 scholarships to enrolled students who need financial assistance. An applicant for a scholarship must have been in the School for at least six months and be within more than six months of graduation; she must have a class average of B, must have demonstrated ability in nursing, and must have a record of good school citizenship. In addition to the above scholarships, there are a limited number of grants-in-aid also given to enrolled students on the basis of a satisfactory school record, and need for financial assistance.

There is also a loan fund for student nurses, established in memory of Marion Moir West, a graduate of the School in 1889.

Inquiry concerning any funds should be addressed to the Director of the School of Nursing.

Evaluation, Advancement, and Graduation. Students advance from year to year as they satisfactorily complete the prescribed course, pass the examinations, demonstrate ability in nursing, and, in the opinion of the Faculty, are personally fitted to assume the responsibilities of the nursing profession. Students who fail in any of the necessary requirements may, at any time during the program, be placed on warning or recommended to withdraw.

The various methods used to evaluate student progress include formal examinations given in classrooms, informal questioning done on the wards, and written reports concerning the calibre of the student's work. A Committee on Evaluations reports on each student's standing at the end of six months and twelve months in the first year, and annually thereafter.

The standard of grading adopted by the School is as follows:

A	excellent	4 quality points
B	good	3 quality points
C	fair	2 quality points
D	low	1 quality point
E	condition	0 quality points
F	failure	0 quality points

Final course grades are evaluated on a basis of quality points which are weighted according to the number of hours in each course. An average of 2 quality points is required for graduation.

All grades are reported to parents or guardians every two months during the preclinical period, and failing grades are reported each quarter thereafter. Failure to meet the school standard places a student on warning.

Obtaining a College Degree. Many colleges offering programs in nursing, will allow graduates of the School partial credit towards a Bachelor of Science degree. Simmons College, Boston University and Boston College, are the local institutions which offer programs for graduate nurses and give credit for the school diploma.

By special arrangement, Hood College, in Frederick, Maryland, grants degrees to students who have completed two years of work at that college, followed by the regular three-year program at the Massachusetts General Hospital School of Nursing. These students receive the Bachelor of Science degree from Hood as well as the nursing school diploma. Anyone interested in this program should direct an inquiry to Hood College.

Residences. The Massachusetts General Hospital has five comfortable residences for the student nurses. Thayer House accommodating 122 students, is situated on the Hospital grounds and is connected with the main buildings by a tunnel. In Thayer House there are fifteen double rooms; all other rooms are single. This residence has a laundry, kitchenette, recreation and tea rooms and three "beaux parlors". It overlooks the Charles River and has a roof furnished with awnings, steamer chairs, and hammocks. The Charles Street House, about eight minutes walk from the Hospital, is used to house some of the new students. With the exception of 5 single rooms, all rooms in this house

are double. The Walcott House, also connected with the main buildings by tunnel, has 141 single rooms, a large and attractive reception room, recreation room, two small "beaux parlors", kitchenette, classroom and laundry. Walcott House roof is available for recreational activities. Bartlett Hall, a new residence for 154 students and graduates, was opened in 1953 and was planned to provide essential opportunities for gracious living. The first floor houses the more formal social rooms; the top floor has a large lounge inside and a large porch outside. On each floor is a sitting room with kitchenette and laundry. The bedrooms are arranged in three and four room suites, each with a bath. Recently remodelled is Parkman House, a small residence within the Hospital yard.

Guidance Program. Although the student group is large, the individual and her progress remain of paramount importance. To aid each young woman in achieving the greatest professional and personal success and satisfaction, the School maintains a counseling program and includes on its staff a full-time student counselor. Through this program the student finds not merely assistance in solving her personal problems, but also orientation to the new hospital life, systematic guidance in her studies and ward experience, testing and remedial work when it is needed, and expert vocational counseling. Frequent contacts between the student and her own particular faculty adviser supplement the activities of the counselor in producing student-faculty relationships most favorable to friendly guidance and the full understanding of the student and her needs.

Extra-Curricular Activities. The Faculty of this School, in common with many other educators, believe that the so-called extra-curricular activities contribute directly to the student's personal, social, and professional growth. The extra-curricular activities are under the direction of the Student Nurses' Cooperative Association, a student-faculty organization. In cooperation with the faculty, students take an active share in plans to establish and maintain happy and constructive relationships in student life. Social activities are adjusted to the varying interests and needs of individual students.

The Council of the Student Nurses' Cooperative Association, meets at least once a month to plan and report progress on the extra-curricular

program. Mass meetings are held four times a year for all students, regular and affiliated. The program may include, in addition to the usual business meeting, a speaker who brings information of general interest.

The Big Sister program plays an important part in the pre-clinical student's life. Before entering the nursing school, each new student receives a letter of welcome from an older girl, offering friendship and assistance during the early days in the School. A Big and Little Sister party soon after her arrival is a jolly confirmation of this promise.

A welcoming party is given new students by the faculty. A coffee hour is planned by advisers when students advance into the clinical period. A Student-Faculty Relationships Committee, meeting once a month, acts as a clearing house for problems involving relationships in both the School and the residences.

Broader Horizons, a subdivision of the Student Nurses' Cooperative Association program, adds activities in the areas of art, music, literature, drama, personality development, and sports. A program committee made up of student nurses with faculty advisers meets to plan an over-all program. During the winter this includes art classes under the direction of the American Amateur Art Association, which has an active group in the hospital. The Glee Club, a pre-clinical activity, usually provides music for the Christmas Candlelight Service, a late winter concert, and graduation. Picnics and excursions to the nearby beaches are very popular in the summer months. The Broader Horizons program provides

Students and Faculty exchange ideas

such activities as classes in conversational Italian, a useful tool with hospital patients, informal dances in one of the school dormitories, monthly birthday teas, holiday parties, and community excursions.

Besides these activities there are certain traditional events: "Capping", when students change from the student to the School cap at the beginning of the interneship; the Christmas and June Formals; the Senior Dance and Yearbook; and the Senior Show.

The School counselor is closely associated with the students, working on their committees, and keeping the student body informed of lectures, concerts, and other opportunities for enjoyment which Boston has to offer.

Vacation and Absence. The nature of hospital work is and always will be such that emergencies may arise which will necessitate deviation from the prescribed hours of duty, but the unreasonable number of hours of work and the great amount of house-work, often supposed to be required of a student nurse, belong to a past generation. In all first-class hospitals, most of the housework was long ago given over to maids, and in this Hospital much of the other routine work, formerly done by student nurses, is now done by a corps of ward helpers.

During the preclinical period, the students are usually free Saturday and Sunday. From the preclinical period to the interneship the practice week, including required ward conferences, is 36 hours.

During the course, twelve weeks of vacation are given at such times as best fit the class program, generally in the form of a four week vacation each year.

Students are permitted seven days of leave for personal illness during the preclinical period. Each student is allowed fourteen days of leave for illness during the remainder of the program. Absence caused by illness and totaling no more than the specified amount of time need not be made up before graduation. Students are not privileged to absent themselves from the School to care for sick relatives or for other personal reasons. Absence is allowed only on extreme cases. When absence, for any reason, results in the loss of more classes than a student can be allowed to make up by extra study, the date of the student's return and the privilege of proceeding with her class in the School are determined by the faculty. Loss of time for any reason other than illness must be made up.

Health Program and Care of Illness. The School endeavors to establish the social, physical, and emotional environment which will be conducive to the maintenance of physical and mental health. At the same time the student is encouraged to assume responsibility for conserving and promoting her own health.

A member of the resident medical staff of the hospital and a supervisor on the staff of the School are directly responsible for the care of the health of the students. There is also an active committee on Student Health. This committee includes a member of the visiting staff, a dietitian, the resident physician, the chairman of the Committee on Student Personnel, a public health nurse, an assistant director of the the hospital, a psychiatrist, and the Director of the School. Any or all of the medical resources of the hospital are available when needed for student health.

The first steps in the health program include a thorough physical examination, an x-ray of the chest, and immunization against common infectious diseases. The hospital maintains a daily morning clinic to which students may report for instruction relative to the establishment of positive health habits or for physical examination and care. Chest x-rays are taken every six months and there is a routine yearly physical examination. Weights are recorded bi-monthly and marked deviations from normal are given the necessary attention. Oral supervision is given in the Dental Clinic. The dietary regime is regulated by graduate dietitians and the menus are planned to assure an adequate and properly balanced diet.

For a reasonable length of time illnesses are cared for in the Hospital without cost to the student. The School cannot assume financial responsibility for extended care of illness that may result from defects or conditions that existed before entrance, or for illnesses of a chronic nature. As the Hospital can not always admit patients with communicable diseases, students who contract these diseases may be cared for in a local communicable disease hospital. It is generally the policy of the Hospital to pay for that care. Whenever or wherever special nursing is requested, this expense must be borne by the family. The same would be true if a fee were necessary for a blood transfusion or for certain special medications.

Because of the increasing emphasis on the maintenance of health and the prevention of disease, it becomes imperative that the nurse herself be an example of good health.

TIME

FOR

FUN

Instructional Program

In September, 1948, a revised curriculum plan was introduced. Adapted after a long period of study and consideration of various types of programs, it is one of the first of its kind in the country. In this program the three years are divided into two periods. The first, the educational period, is twenty-eight months or nine quarters in length. The second period of eight months is a period of practical internship. During the first twenty-eight months the emphasis is placed on the education of the student. The ward practice during this period is planned to the point of safe learning, but not of skill. During the senior experience the student develops the skills requisite to a graduate nurse.

During the first two quarters, or 6 month preclinical term, the student begins her study of the physical and biological sciences necessary for the nurse and her study of introductory nursing, nutrition, and pharmacology. The common objective of all sciences is to furnish the student opportunity to learn the fundamental principles essential in the practice of nursing. There is also an introduction to the social sciences at this time: ecology, sociology, psychology, and an introductory course in professional adjustments. The objectives of these courses follow a logical sequence. The introductory course is planned to assist the student in her early adjustments to the School, and to some of the professional requirements which she must meet. The course in psychology attempts to help the student to understand her own reactions to people and to deal with people wisely. The sociology course moves from an understanding of the individual to an understanding of the community and to some of the factors which affect the actions of families and other social groups.

While the students are studying the social, physical, and biological sciences, they are also scheduled for instruction and practice in elementary nursing and pharmacology. These courses are divided into three units, each approximately eight weeks in length. During the first unit the students concentrate on learning to care for the basic needs common to all patients. The emphasis in the second unit is on understanding the therapeutic aspects of patient care and the development of related skills. The last unit is an introduction to the clinical studies in medical and surgical nursing. In all three units the science and nursing classes

are closely correlated. This correlation helps the student to understand how scientific principles are applied in the care of patients. An important part of each unit is devoted to a discussion of pertinent health principles as they apply to the student nurse and to the teaching of patients.

Learning to care for patients in the Hospital is one of the most interesting phases in the experience of the preclinical student. Guided observation on the wards begins the second week. Selected practice under individual supervision begins the fourth week. Ward experience is scheduled as a laboratory period in nursing for two to five hours a week. During the last four weeks of the preclinical term, the hours of ward experience are increased to give the student an opportunity to observe the needs of the patient during the entire day. There are two weeks vacation at Christmas for the September class and two weeks in June for the March class.

Following the two preclinical quarters there are eight twelve week periods or quarters including twelve weeks each of medical, surgical, specialties, obstetric and psychiatric nursing, and nursing care of the child. Each student is assigned to the operating room for eight weeks as well as four weeks in eye, ear, nose, and throat nursing. There are ten weeks of vacation. The students average ten hours of class a week and thirty-four practice hours so that the total combination of class and ward practice is usually forty-four hours a week. Practice remains at thirty-four hours when no classes are given.

During the clinical ward assignments in the educational period, related classes are scheduled concurrently with practice to provide the best possible correlation. Ward teaching is planned to help the student relate the classroom content and learnings derived from actual patient care. In so far as is possible a part of the patient assignment is made to strengthen the correlation between student experience and classroom instruction. In the clinical classes, both formal and ward, there is a plan which provides for the integration of pharmacology, nutrition, and diet therapy, as well as the social and health aspects, mental hygiene, and first aid and emergency nursing.

The plan for student experience from the sixth to the twenty-eighth month is so arranged that all students within the limits fixed by seasonal

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Note: The School reserves the right to alter any program or policy outlined in this bulletin.

variations, have the same experience. The plan for clinical assignment is based upon the principle that students learn to nurse most effectively when given some responsibility for patient care, provided the assignments are made with proper consideration for the students' learning needs and her previous preparation. As she learns, she makes a contribution to the nursing service of the Hospital; that is, to the care of its patients. In this way, she earns a part of the cost of her maintenance and her education.

The second period of eight months is a period of practical interneship. The two primary purposes of this interneship are to sharpen the skills which a graduate nurse must have; and to orient the senior student to graduate nurse practice. To accomplish these two aims, practice is planned without formal classes but there is a definite teaching program in the form of ward conferences. These ward conferences deal not only with the advanced aspects of general nursing, but also with instruction in senior nurse functions, the team plan, and team leadership.

As the student completes the time necessary to meet the state requirements, she does, with the help of the correlated in-service education program, make the first adjustment to graduate nurse practice and develops her skills as a bedside nurse. During the interneship she is considered a member of the ward staff; she has graduate nurse hours; and she carries, with some supervision, graduate nurse responsibilities. Because the students during their interneship give full time to supervised practice, they receive a stipend of $30.00 a month for the last eight months.

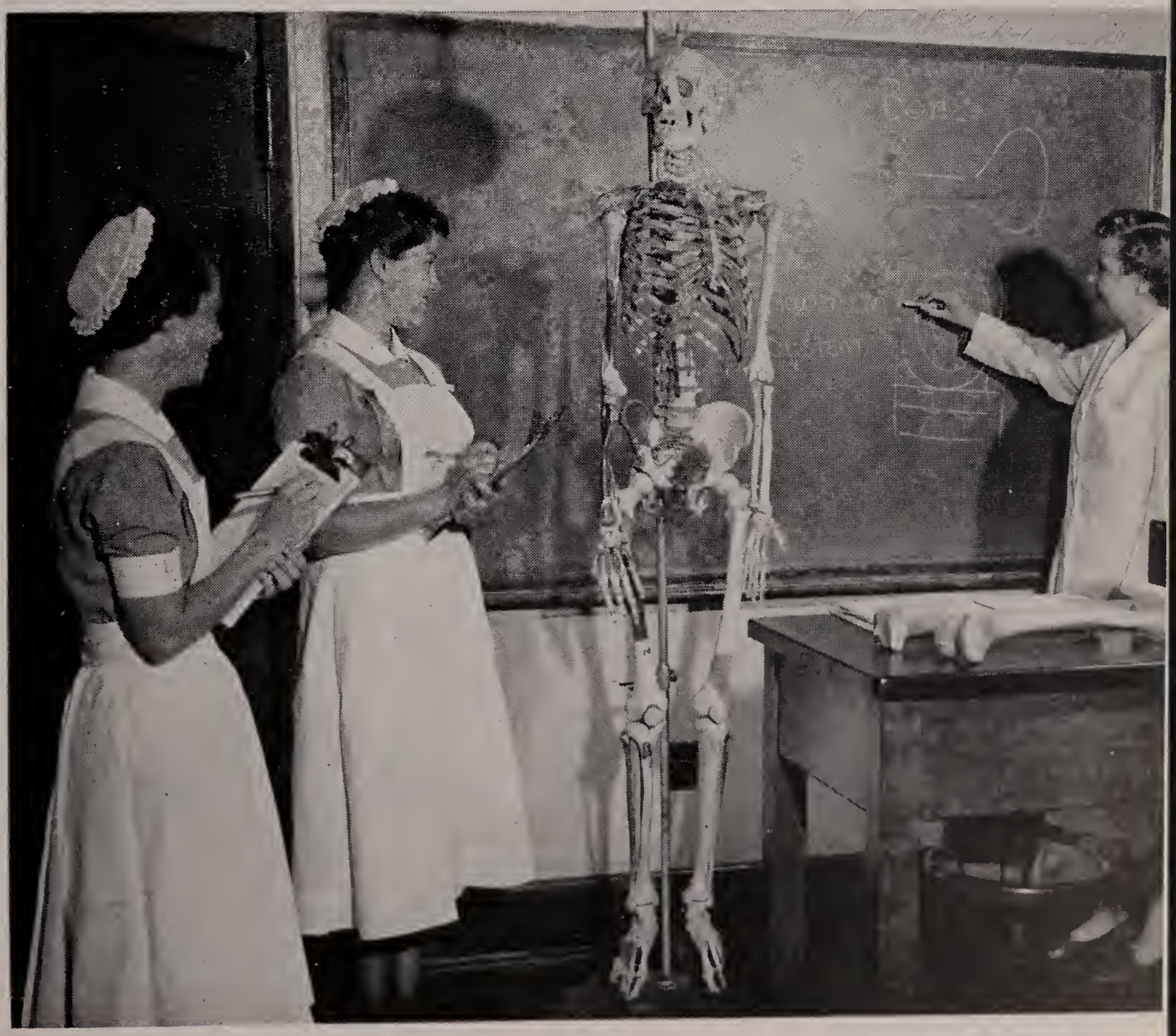
This program meets the state requirements, so far as we know, in every state in the country.

Preclinical Program

BIOLOGICAL AND PHYSICAL SCIENCES

ANATOMY AND PHYSIOLOGY. A course designed to guide the student in the development of an intelligent understanding and appreciation of the structure and function of the human body. Opportunity is provided for as much laboratory work as possible whereby concrete concepts of the body structures and their normal functioning may be gained. Such learning serves as a basis for the study of hygiene, principles and practice of nursing, nutrition, and the medical sciences. From the beginning of the course, emphasis is placed on understanding and maintaining normal body functioning as one of the basic principles in preventive medicine.

100 hours: lectures, demonstrations, laboratories. Mrs. King



In Anatomy, the student learns about the skeletal system.

The fascination of Chemistry.

CHEMISTRY. Through lectures and laboratory activities, some of the more fundamental principles of inorganic and organic chemistry and biochemistry are presented to contribute to a fuller understanding of the normal physiological processes. Emphasis is placed on the development of accuracy in laboratory work. Interpretation is given of the tests with which the nurse assists, or which she may later perform.
60 hours: lectures, demonstrations, laboratories. Mrs. Harris

MICROBIOLOGY. The course in microbiology attempts to acquaint the student with the development of the science of microbiology and its principles as they apply in preventive programs and nursing care of the sick. Practice in the laboratory familiarizes the student with methods by which micro-organisms can be handled safely and destroyed effectively. The nursing procedures in which the student may apply these principles are given in concurrent nursing classes.

45 hours: lectures, demonstrations, laboratories. Miss Beauchamp

Organisms causing intestinal diseases are studied.

SOCIAL SCIENCES

ECOLOGY. An introduction to the social sciences, in which the biological processes are related to the social environment, the attitudes and values of the whole community. Particular reference is made to the implications of changes in health and medical practices for society.
10 hours: lecture and discussion. Mrs. Petersdorf, Miss Sherwin

PROFESSIONAL ADJUSTMENTS I. This course is conducted in so far as possible as a discussion group in order to assist the student in early adjustments to her new environment and to professional nursing. The course includes orientation to the School and the Hospital and to some of the responsibilities of professional nursing with which the student will become involved.
15 hours: lecture and discussion. Miss Sleeper

INTRODUCTORY NURSING COURSE AND PHARMACOLOGY

INTRODUCTORY NURSING. The aim of this course is to guide the student in the development of understanding, attitudes, and skills which serve as a foundation for nursing. Factors which insure good nursing are analyzed in relation both to procedures taught and to their adaptation to the needs of particular patients. Emphasis is placed on the importance of keen observation and succinct reports. Because the student nurse works closely with many groups, emphasis is placed on her cooperation with people in other departments who also function in serving the patients. Content previously taught separately as Personal Hygiene, Bandaging and Massage is included in this course. During the final weeks in the preclinical term, class hours are given over to an orientation to student responsibilities as a clinical student, to the discussion of the clinical rotation plan which she will soon experience, the clinical records she will soon keep, and to the methods of evaluation in the clinical courses. In addition to the supervised laboratory periods in the classroom, students average 5 1/2 hours per week on the wards. The content of the Introductory Nursing Course is planned to furnish a sound basis for the clinical courses, including both the ward experience and the class study.
280 classroom hours: lecture-demonstration, discussion, laboratory practice. 135 hours of supervised ward practice.
Miss Petzold, Assistants, and Staff

Listening to a heartbeat.

PHARMACOLOGY I. In this course are studied the arithmetic processes involved in preparing solutions and in giving medicine. Since the metric system is used exclusively in this Hospital, knowledge of decimal fractions must be emphasized. A pretest, based upon study materials sent to all applicants, is given during the first week in the School in an attempt to decrease the time necessary for study of simple arithmetic and to increase the student's ability to manage the mechanics of dosage. This course is a service course for Introductory Nursing. The content relating to solutions and the administration of oral and parenteral medicines is correlated with appropriate content of the nursing courses.
16 hours: lecture - demonstration, discussion, laboratory practice.

Miss Petzold and Assistants

Learning to pour medicines.

Injections require skill.

PHARMACOLOGY II. Some of the drugs given most commonly orally and parenterally are studied in this course as an introduction to the integrated courses in clinical nursing. The general types, actions, and uses are considered. The importance of understanding the mechanism of effect is stressed to that the student may safely administer and wisely observe the effects of drugs. (The techniques of pouring and administering oral and parenteral medicines are taught in nursing, with supervised practice in the classroom and on the wards.)

29 hours: lecture - demonstration, discussion, laboratory practice.

Miss Petzold and Assistants

NUTRITION

NUTRITION I. This course includes a study of the principles of normal nutrition and the role which nutrition plays in positive health. Consideration is given to the basic factors involved in selection, purchase, and care of food. Opportunity is given for menu planning with special reference to nutritive adequacy and the economic, social, and psychological backgrounds which affect food preferences. Application of this knowledge is made by the student as she evaluates her own dietary habits and plans adequate nutrition for family groups. A laboratory course is included for those students who do not pass the required pre-test in cooking.

50 hours: lecture, demonstration, laboratory. Miss Jones

Clinical Program

In each of the following courses related content is included from the areas of pathology, nutrition, pharmacology, sanitation, and first aid. Health teaching, psychological, preventive and social and economic factors are stressed in both classes and clinical practice. The nurse, physician, pathologist, nutritionist, physical and occupational therapists, and social service worker participate in the teaching of both formal and ward classes.

MEDICAL NURSING AND CONCURRENT COURSES

GENERAL MEDICAL NURSING. This is a course in the nursing care of patients with medical conditions including medical nursing practice and concurrent planned instruction. The course is designed to help the student apply, and so to amplify, her knowledge of sound principles and practices upon which the nursing care of medical patients is based. The study includes the etiology, incidence, clinical manifestations, nursing care, and the prevention and control of medical disease conditions including dermatology and tuberculosis. The teaching of the patient and his family both in relation to patient's present illness and the plans for his future well-being is considered one of the more important aspects of the course. The medical treatment of the patient is interpreted by doctors on the staff who are specialists in their fields.

82 hours, theory; 20 hours, clinics and conferences; 8 weeks, nursing experience.

Mrs. Johnsen, Miss Woodbury and Staff

PRACTICE OF DIET THERAPY. Diet therapy experience is included with the medical assignments and is under the supervision of the full time dietition on the Faculty of the School. Through guided practice and conferences students are given opportunity to apply their knowledge of dietary needs. Opportunity is given to visit patients, study dietary needs, plan diets and serve trays. Observation and some practice is given instructing patients on their nutritional needs.

31 hours, conference; 4 weeks, dietary experience.

Miss Kelliher and Staff

An oxygen tent for the patient.

SOCIOLOGY. A study of the patient and the nurse as products of family and other groups in the community. Needs, problems, and facilities of Boston as illustrative of a typical community are studied in relation to health and welfare, together with some of the other social agencies with which the Hospital works for the patient. Group and individual excursions for direct observation are frequent in this course. 28 hours. Miss Sherwin

SURGICAL NURSING AND CONCURRENT COURSES

SURGICAL NURSING. This is a course designed to give instruction and experience in the care of the surgical patient. In the class content and with practice of surgical nursing there is emphasis on the principles and practices of surgical nursing care. Through guided practice the student learns to analyze the physical, nutritional, emotional, and social needs of the patients. Guidance is given in planning and executing nursing care of specific patients or groups of patients. Preventive and rehabilitative aspects of surgical treatment are stressed. Guided practice in assisting with the care of patients in the recovery room is included with the first assignment to surgery.

57 hours, theory; 44 hours, clinics and conferences; 12 weeks, nursing experience.

Miss Peloquin, Mrs. Curtis and Staff

PSYCHOLOGY. Growth and development of the personality are stressed with consideration of the influence of constitutional and situational factors. Common emotional needs and their expression by patient and student are discussed with specific examples from students' observation. Emphasis is placed on underlying principles of learning and their application to health teaching.

30 hours.

Dr. Mezer, Miss Sherwin

Assisting the doctor with a dressing.

SURGICAL SPECIALTIES NURSING AND CONCURRENT COURSES

ORTHOPEDIC NURSING. Instruction and experience are provided in the nursing care of patients with some of the common congenital and acquired orthopedic conditions. Factors contributing to the prevention and correction of deformities of the musculo-skeletal system are studied. The general principles of orthopedic nursing care are considered in class with concurrent application in practice. In addition to the social, educational, economic, and psychological aspects of the care of the handicapped, the processes of rehabilitation are integrated throughout the course.

22 hours, theory; 16 hours, ward clinics and conferences; 4 weeks, experience. Miss O'Leary, Miss Wells, and Staff

UROLOGIC NURSING. This course deals with urologic diseases, their causes, symptoms, treatment, nursing care, prevention and complications. As the patients with whom the student has her experience are largely in the senior age group, instruction both in the classroom and during the experience helps the young student nurse to understand the special needs and care of the geriatric patient. Since some of the urologic conditions present problems of long convalescence, special emphasis is directed to this problem as it affects hospital and home care.

14 hours, theory; 10 hours, ward clinics and conferences; 4 weeks, nursing experience. Miss Grogan and Staff

GYNECOLOGIC NURSING. This unit of study has been set up to include instruction and practice in the care of patients with gynecologic conditions. Throughout the experience students develop the commonly employed nursing techniques which bring comfort and well being as well as learn etiology, symptomatology, and the treatment of these patients. Of importance also in this course are the study of the prevention and control of cancer, the emotional reactions of these patients to their disease, and the role of the nurse as a teacher.

19 hours, theory; 16 hours, ward clinics and conferences; 4 weeks, nursing experience. Miss Parkhurst and Staff

HISTORY OF NURSING. The course includes a survey of the historical development of Nursing in relation to changing social and economic, educational and health needs. A study is made of the evolution of the modern nurse as affected by the changing status and role of women.

27 hours. Miss Sherwin

The student helps with rehabilitation.

NURSING CARE OF THE AMBULATORY PATIENT AND CONCURRENT COURSES

EYE, EAR, NOSE AND THROAT NURSING. Opportunity for observation and guided practice in caring for patients with diseases of the eye, ear, nose and throat is given to all students through an affiliation with the Massachusetts Eye & Ear Infirmary. Field trips to Perkins Institute for the Blind, observation at the Winthrop Foundation and Clinic for the Deaf, and attendance at classes for the laryngectomy patient in "esophageal speech", enrich the experience. Students observe in The Clinics as well as in the operating room. The principles underlying prevention, treatment, nursing care and rehabilitation are included. Excellent opportunity is provided to learn and to appreciate the socio-economic significance of blindness and deafness.

18 hours, theory; 8 hours, ward clinics and conferences; 4 weeks, practice.

Miss Sheppard and Staff

PROFESSIONAL ADJUSTMENTS II & III. The second and third units of this course are designed to assist the student in her adjustment to the requirements of graduate life and practice. She becomes acquainted with the professional organizations which exist to help the nurse and the society she serves and reviews the contemporary issues confronting the individual nurse and the profession. Class content also includes a study of the vocational opportunities offered to graduate nurses, the facilities for further preparation to meet increasing responsibilities, and the factors which lead to satisfactory adjustments in the various fields of nursing.

20 hours. Miss Sleeper, Miss Lepper, Miss Stewart

NURSING CARE OF THE AMBULATORY PATIENT. This four week experience is planned to provide instruction in the nursing care of ambulatory patients in The Clinics. During this time students learn how to participate in the care and health teaching of clinic patients and their families and how to make referrals to other community agencies. The study of community aspects of care and rehabilitation is approached through selected experiences, group discussion, and oral nursing care studies. Classes in public health nursing and health education are given concurrently to assist the student in her practice in The Clinics and to prepare her to give more comprehensive care to all patients for whom she is responsible. Included in the instruction is a survey of public health

nursing services, a review of the functions with which a nurse should be familiar in order to promote continuity of patient care, and discussions on the health needs of the patient as an individual, a member of the family, and a citizen in the community. The unit on health education is planned to help the student understand better what is meant by health education; to comprehend the part the nurse plays as a professional person in affording education to the public; to consider her own opportunities for health teaching in her student practice; and to view the contribution which the Hospital makes to the total available health education in the community. This content includes an evaluation of the health education materials currently used in the Hospital; the health education programs needed by patients with specific disease conditions; the institutional care of the senior population; the care of defective children; the review of sex education materials; and the education of the patient to see his own needs for medical care. Both teaching and clinic experiences are enriched by individual student observation of the public health nurse in action in a Boston neighborhood for one full day.

18 hours, Public Health Nursing; 15 hours, Health Education; 4 weeks, Nursing experience. Miss Andrews and Mrs. Petersdorf

Teaching a diabetic patient in the Clinics.

OBSTETRIC NURSING

OBSTETRIC NURSING. This instruction and experience is obtained by affiliation at the Boston Lying-In Hospital where courses are given in the basic principles and practices fundamental to obstetric nursing. The program is designed to aid the student in developing a philosophy, an appreciation, and an understanding of the care of the mother and the newborn. Practice includes the techniques of care within the antepartal, intrapartal, postpartal, and neonatal periods. The normal processes are considered first to give a basis for the understanding and recognition of abnormal conditions which may occur during any of the four areas of care. Consideration is given to the socio-economic, psychological, medical, surgical, and health teaching factors pertinent to the well-being of the mother, infant, and family group.
63 hours, theory; 12 weeks, experience.

A new baby goes home.

PSYCHIATRIC NURSING

Working with the patients to understand their needs.

PSYCHIATRIC NURSING. Twelve weeks are devoted to a study of psychiatric nursing through an affiliation at McLean Hospital.

This experience is placed early in the student's program in order that the learning acquired here may be applied in the care of all patients. Understanding of the patients emotional needs becomes increasingly important in nursing. The principles and technics of psychiatric nursing, the emphasis on mental health, the appreciation of the values of Occupational Therapy and Recreational Therapy all serve to prepare the student nurse better to meet the psychological needs of patients. Unusual recreational and residence facilities for patients make this affiliating experience at the McLean Hospital in Waverley, a particularly pleasant one.

95 hours, theory; 34 hours, ward clinics and conferences; 12 weeks, practice.

NURSING CARE OF THE CHILD AND CONCURRENT COURSES

NURSING CARE OF THE CHILD. This course includes the study of the growth and development of children from infancy through adolescence. Classwork is correlated with practice so that the student learns to understand her role and her function as a nurse in relation to the development of the child and his needs in health and sickness. Pathological aspects of diseases of childhood, current research, modern trends in treatment, preventive measures, as well as the child's emotional problems regarding hospitalization are discussed. Opportunities for participation in the Children's Clinic, in the formula room, and in the guided play program, as well as observation in a well baby clinic and nursery school, help to give the student experience with different age groups in the Hospital and the Community.

65 hours theory; 33 hours, ward clinics and conferences; 12 weeks, experience.

Miss Bellam and Miss Dunphy

Baby's bath is fun for all.

COMMUNICABLE DISEASE NURSING. In this classroom course, which is not correlated with the ward practice, the emphasis is placed on the nature of communicable diseases, the present day patterns and control technics. Multiple opportunities for reinforcement of public health content are afforded. Practice in Nursing Care of the Child is concurrent and usually includes some experiences in communicable disease nursing where the fundamental principles of good aseptic technique are applied. No experience is provided in a segregated communicable disease unit but many opportunities are found for experience in the care of patients with communicable diseases in the general medical and surgical nursing assignments.

30 hours, theory.

Mrs. Petersdorf

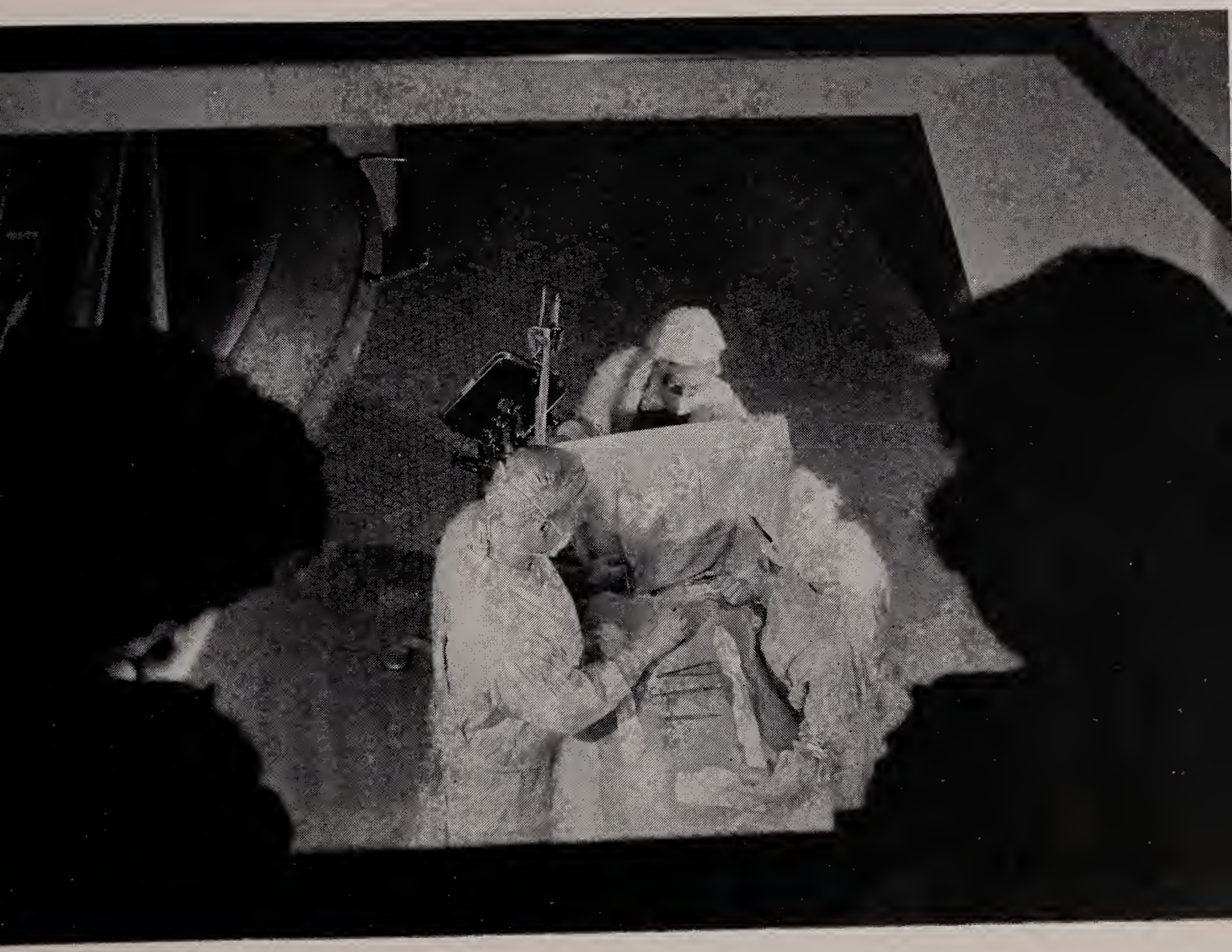
NEUROLOGIC NURSING. After a brief review and study of anatomy and physiology of the nervous system, a general survey is made of the more common neurologic conditions. Through the nursing classes special measures of treatment, care, and rehabilitation are presented. Some students, during their nurse interneship, have experience in caring for patients on the neurologic wards.

10 hours, theory.

Miss Rearick

The patient in a respirator needs special care.

OPERATING ROOM NURSING



. . . from the amphitheatre.

OPERATING ROOM NURSING. This course is given entirely in the Operating Room, where, during the student's experience, she learns the principles underlying asepsis and the various technics used in the operative care of patients. Students are all assigned for the first 3 days of orientation, to the instructor. After that period they are assigned to one of the head nurses in the three operating suites. Group teaching is continued, although individual teaching is given by the head nurses to which the students are assigned. Experience also includes observation in the Central Supply Room.

29 hours, clinics, conferences; 8 weeks experience.

Miss O'Toole and Staff

Interneship Program

During the interneship experience students are assigned for thirty-two weeks of senior nursing practice in the clinical division of the Hospital. The main purposes of the interneship are to help the student to make her first adjustment to graduate nurse practice and to develop her skills as a bedside nurse. Programs are arranged individually as opportunity is given to each student to select at least one eight week experience in the clinical service of greatest interest to her. During the interneship, students meet in small groups for planned conferences. Each group has a faculty coordinator who acts as group leader, helping students to identify their problems and areas of greatest need, and guiding them in their investigations, reviews, and conclusions.

20 hours, conference; 24 weeks, practice. Clinical Instructors and Staff

The new interne dons the School Cap.

The student nurse interne, — a team leader.

Graduation.

Typical Program Plan

Subject	Hours of Theory	Ward Conference Hours	Hours of Clinical Experience
Preclinical Program (28 weeks, including 4 weeks vacation)			
Anatomy and Physiology	100		
Chemistry	60		
Ecology	10		
Microbiology	45		
Introductory Nursing	280		135
Nutrition	46		
Pharmacology I and II	45		
Professional Adjustments I	15		
Clinical Program			Weeks of Clinical Experience
First Quarter (12 Weeks)			
Medical Nursing	82	20	8
Practice of Diet Therapy		31	4
Sociology	28[1]		
Second Quarter (12 weeks)			
Surgical Nursing	57	44	12
Psychology	30[1]		
Third Quarter (12 weeks)			
Gynecologic Nursing	19	12	4
Orthopedic Nursing	22	16	4
Urologic Nursing	14	10	4
History of Nursing	27		
Fourth Quarter (12 weeks including 4 weeks vacation)			
Nursing Care of the Ambulatory Patient		18	4
Principles of Public Health Nursing	18		
Health Education	15		
Eye, Ear, Nose and Throat Nursing	18	8	4
Professional Adjustments II and III	20		
Fifth Quarter (12 weeks)			
Obstetric Nursing	63	24	12
Sixth Quarter (12 weeks)			
Psychiatric Nursing	95	34	12
Seventh Quarter (12 weeks)			
Nursing Care of Children	65	33	12
Communicable Disease Nursing	30	4[2]	4[2]
Neurologic Nursing	10		
Eighth Quarter (12 weeks, including 4 weeks vacation)			
Operating Room Nursing		29	8
Student Nurse Interneship Program (32 weeks)			
Senior Clinical Practice		24	25

[1]Plus hours of course content integrated in other courses.

[2]Some students only.

COMMITTEES

JOINT COMMITTEE OF THE TRUSTEES OF RADCLIFFE COLLEGE AND THE MASSACHUSETTS GENERAL HOSPITAL

RADCLIFFE COLLEGE

Mrs. Gardiner H. Fiske
Mrs. Henry A. Murray
Miss Marian Wightman Valliant

MASSACHUSETTS GENERAL HOSPITAL

Mr. John Lawrence
Mr. Lloyd D. Brace
Mrs. Robert Homans

ADVISORY

Chairman, Mrs. Olive H. Wetmore (Mrs. Ralph Wetmore)

ADMISSIONS, SCHOLARSHIPS AND LOANS

Chairman, Mrs. Wilma A. Kerby-Miller (Mrs. Charles Kerby-Miller)

CURRICULUM

Chairman, Miss Sylvia Perkins

For committees on Student-Faculty Relationships, Health and Library, see committees listed on pages 19-22 of this catalogue.

Chairman, Diploma Committee

Henrietta L. Golec, R.N., B.S., Instructor of Medical Nursing and Assistant to the Chairman, Coordinated Program

Justine R. Smith, R.N., B.S., Instructor of Surgical Nursing

Marjorie Adams, R.N., M.A., Instructor of Public Health Nursing

Helen Sherwin, R.N., M.A., Instructor of History of Nursing; Consultant in Psycho-Social Aspects of Nursing

Marguerite Derry (Mrs. C. Malcolm Derry), S.B., Instructor in Microbiology

Elizabeth Bishop (Mrs. John E. Bishop), B.S., M.S., Instructor of Biochemistry

Mary Helen Hodge, A.B., A.M., Instructor of Anatomy and Physiology

Rachel Jones, B.S., Instructor of Nutrition

Raymond Justi, M.D., Instructor of Pathology

In the courses provided during the clinical period, doctors who are members of the hospital staff and specialists from various departments participate in the teaching.

CALENDAR

In general, the courses given at the School of Nursing during the college years follow the academic schedule of Radcliffe College. Notices from the office of the Chairman of the Co-ordinated Program at the School of Nursing are sent to each student at the beginning of the school year. Details are stated concerning the courses to be taken in each term or for the year.

There are thirteen meetings planned for every half-course (one semester) and twenty-six meetings for a full course (two semesters). The length of the class meetings will vary as the total hours in the courses differ but usually the meetings are scheduled for three hours to obviate the need to attend classes at the School of Nursing more than one after-

noon per week. The class day of each course is cleared with the Dean of Instruction at Radcliffe College to avoid conflicts.

Requirements of the Approving Authority for Schools of Nursing in the Commonwealth of Massachusetts must be met in order to be eligible for registration by the state. Student records, according to these requirements, must show a minimum attendance of 85% of the classes in every course.

ADMISSION

Correspondence and Applications. Requests for catalogues and pamphlets for this program may be obtained from Radcliffe College or from the Massachusetts General Hospital School of Nursing, Boston 14, Massachusetts. Application blanks will be provided when the student indicates her interest in the Co-ordinated Program.

Each student files an application at the School of Nursing, which should be accompanied by a $10.00 fee. This application should not be confused with the one which is to be filed at Radcliffe College. Checks are made out to the Massachusetts General Hospital School of Nursing and addressed there. This fee is not refundable.

A personal interview will be arranged for all applicants who come to Radcliffe College; others may be interviewed by a designated alumna of the College or the School of Nursing who lives in the area near the applicant.

Freshmen. Students are admitted to the School of Nursing as well as to Radcliffe College. Applications are reviewed by a committee composed of officers of both the College and the School of Nursing.

Sophomores. A student previously accepted for study or a transfer entering Radcliffe College at the beginning of the sophomore year may apply to join the Co-ordinated Program. It is not possible to admit students to this program after September of the sophomore year.

STUDENT LIFE AND ACTIVITIES

Students in residence at the School of Nursing live in one of the dormitories with other student nurses and share the recreational facilities and opportunities offered. Membership in the student organizations is the same for all resident groups in the school.

The college students, as do other older students, have privileges in the dormitories commensurate with their maturity. Plans are not unlike those in the college dormitories.

GUIDANCE PROGRAM AND EVALUATION

Because the ratio of instructors to students is a very desirable one, there is opportunity for all to know each other and for the student to have whatever personal guidance is indicated and desired. The instructors responsible for the nursing courses provide the guidance in nursing experience in the clinical areas. The gradual attainment of her professional goals is reviewed regularly by the student with her instructors.

In addition, informal meetings are held when the students and faculty discuss the program, evaluate the courses, propose changes and innovations that one or both groups would like to consider.

Some meetings of this type are held by President Jordan after an informal tea at his home. Students from each of the four undergraduate classes and from the two clinical groups in this way learn to know each other and the administrative officers of the program. The Deans of Instruction and the Director of the School of Nursing arrange similar meetings. The Chairman of the Co-ordinated Program at the hospital has meetings with groups and individuals. Students in the clinical portion of the program on affiliation at special agencies are visited to maintain continuous evaluation of these experiences, also, in terms of their growth and satisfactions in Nursing. Students contribute to the curriculum planning at all levels.

HEALTH PROGRAM, VACATIONS, CARE OF ILLNESS, SICK LEAVE

Health Program. During the four college years, the health program is that of Radcliffe College. If a student enrolled in the Co-ordinated Program requires particular diagnostic measures or hospitalization, the doctor in charge of the Radcliffe health center provides a written request for such services to the School of Nursing. The problem of each student is considered individually when it occurs. The medical staff and the clinical facilities of the Massachusetts General Hospital are utilized as indicated. Members of the staff of the School of Nursing follow the care of the student until she is referred to the college health center or thereafter if any therapeutic plan is involved.

Vacations. During the four academic years, the college vacation periods are observed during the regular school terms. Before entrance to a summer term in the School of Nursing, two or three weeks of vacation are planned and about six weeks are provided at the end of the term. Either the sophomore or junior summer is free from the end of final examinations until entrance in the fall term. There is a vacation period after Commencement and before the clinical period starts. A four week vacation is planned at the end of the first clinical year.

Sick Leave and Leave of Absence. A period of three weeks in the clinical portion of the course may be allowed for sick leave. Leaves of absence may be granted by the faculty in emergencies. All time other than the sick leave allowance and all courses must be completed before graduation. Any course which is incomplete during the college year because of illness or other absence must be satisfactorily completed within the term in which it is scheduled.

Time lost in the clinical period, other than sick leave, must be made up to meet the requirements for registration by the Commonwealth of Massachusetts.

REQUIREMENTS FOR ADVANCEMENT AND GRADUATION

Any student whose academic standing at Radcliffe College necessitates withdrawal from the college, is automatically withdrawn from enrollment in the Co-ordinated Program.

The established system of grading in operation at the Massachusetts General Hospital School of Nursing is used for all courses offered to students at the School of Nursing. Any student whose scholastic achievement or nursing practice rating merits warning is so notified. Elimination of such standing in the following clinical period is obligatory for acceptable standing in the School.

SCHOLARSHIPS AND LOANS; WORK OPPORTUNITIES

The Trustees of Massachusetts General Hospital are prepared to offer scholarships and loans to applicants and to enrolled students who qualify and who are in need of financial aid. All candidates enrolled will also be eligible for assistance from Radcliffe College scholarship funds in precisely the same terms as other Radcliffe students.

For applicants entering the freshman class at Radcliffe College, there is a competitive scholarship examination annually for which $1000.00 is jointly awarded by the College and the School of Nursing.

This award is made only if in the opinion of the scholarship committee an examination of outstanding merit has been written.

Work opportunities at the Massachusetts General Hospital may be available to interested students. Application should be made to the Chairman, Co-ordinated Program. Need, health, and scholastic standing will be reviewed.

TUITION AND FEES FOR THE SCHOOL OF NURSING

During the college years, the student will pay the regular fees to Radcliffe College as announced in that catalogue. The courses given at the School of Nursing are, in general, either half-courses which occur thirteen weeks for three hours per week or full-courses of twenty-six weeks for three hours per week. The courses given in the summer sessions are scheduled for a period of eight weeks. The two science courses in the freshman summer session are each ninety-six hours in length. Nursing I, which includes experience on the wards in addition to classes, averages thirty hours per week when all activities are included. Courses which are longer or shorter than the standard half or full courses are charged for proportionately. Tuition and fees for the School of Nursing are listed below:

FIRST YEAR

Enrollment fee—Orientation to Nursing	$30.00
Summer Session—in residence School of Nursing	
Tuition—Anatomy and Physiology	75.00
Biochemistry	75.00
Laboratory fees	20.00
Room	46.16
Meals—the student should plan on approximately $1.50 per day	
*Books, approximately $20.00	

SECOND YEAR

Tuition—Microbiology	$ 60.00
Laboratory fee	5.00
Summer Session	
Tuition—Nursing I	$100.00
Uniforms, 6 complete sets—$105.00 paid directly to uniform manufacturer	

THIRD YEAR

Tuition—	Nutrition I	$ 30.00

FOURTH YEAR

Tuition—	Health Education	$ 30.00
Tuition—	Introduction to Pathology	20.00

FIRST CLINICAL PERIOD—starts summer of fourth year

Tuition—	Medical and Surgical Nursing	$150.00
	Obstetric Nursing	110.00
Fees—	Student activities	4.00
	Library	2.50
	Laboratory	10.00
	Breakage	10.00
	Examination	5.00

SECOND CLINICAL PERIOD—starts summer of fifth year

Tuition—	Pediatric, Psychiatric Nursing and Senior Medical and Surgical Nursing	$100.00
	Tuberculosis Nursing	72.00
	Public Health Nursing	75.00
Fees—	Library	2.50
	Laboratory	5.00
	Examination	5.00
	Student activities	4.00
	Graduation	10.00

When the student is giving care to patients during the clinical portion of her educational program, total costs will reflect this consideration largely by reducing charges for board and room.

FURTHER INFORMATION

The following chart indicates the pattern and sequence of courses and experiences.

For a description of the courses and the clinical experiences, write to either Radcliffe College or Massachusetts General Hospital School of Nursing for a copy of the booklet, "The Liberal Arts and Nursing Education."

*The costs of books and uniforms is subject to change as prices vary. Books after the first summer will cost approximately $10.00 per term.

Coordinated Program
Radcliffe College – Massachusetts General Hospital School of Nursing

PLAN FOR THE PROGRAM

FALL TERM	SPRING TERM	SUMMER TERM (8 weeks)
FIRST YEAR		
Radcliffe College INORGANIC CHEMISTRY — full course NATURAL SCIENCES 5 (GENERAL EDUCATION) — full course GENERAL EDUCATION AHF (English Composition) — half course throughout year Two other full courses		
School of Nursing Orientation to Nursing — 3 hours per week both terms — 78 hours		School of Nursing Anatomy and Physiology — 96 hours Biochemistry — 96 hours
SECOND YEAR		
Radcliffe College Four full courses including those recommended courses from Social Relations area		
School of Nursing Microbiology — 3 hours per week both terms — 78 hours		Summer term may be free or see Nursing I below
THIRD YEAR		
Radcliffe College Four full courses and Social Relations 159 (Child Growth and Development)		
(See Social Relations 159 above)	School of Nursing Principles of Nutrition 3 hours per week — 39 hours	School of Nursing Nursing I Learning activities in this period average 30 hours per week
FOURTH YEAR		Liberal Arts Degree awarded in June
Radcliffe College Four full courses		
School of Nursing Health Education — 3 hours per week — 39 hours	School of Nursing Introduction to Pathology — 2 hours per week — 26 hours	See Clinical Period #1 below

FIFTH AND SIXTH YEARS

Clinical Period #1 begins July 5th
Medical Nursing

Clinical Periods #2 and #3
Surgical and Operating Room Nursing
History and Social Development of Nursing
Professional Adjustments

Clinical periods 1, 2, and 3.
42 weeks

These periods vary in length depending upon the size of the group admitted and the rotation plan.

VACATION 4 WEEKS

Clinical Period #4
12 weeks
Psychiatric Nursing
McLean Hospital

Clinical Period #5
12 weeks
Obstetric Nursing
Boston Lying-In Hospital

Clinical Period #6
12 weeks
Pediatric Nursing
The Care and Control of Communicable Diseases
Massachusetts General Hospital

Clinical Period #7
6 weeks
Tuberculosis Nursing
Veterans' Administration Hospital
Rutland, Massachusetts

Clinical Period #8
8 weeks
Field Experience in
Public Health Nursing

Clinical Period #9
8 weeks
Advanced Medical and Surgical Nursing
Senior Seminar
Professional Adjustments
Massachusetts General Hospital

Graduation and Diploma from
Coordinated Program of Radcliffe College — Massachusetts General Hospital School of Nursing at end of two clinical years.

Students

CLASS OF 1955-1956

SEPTEMBER SECTION

Loretta A. Agostini, Pawtucket, R.I.
Joan M. Alfonso, New Bedford, Mass.
Patricia D. Allan, Pawtucket, R.I.
Judith M. Anderson, Dalton, Mass.
Diane C. Baker, Hudson, N.H.
Anna M. Battista, Somerville, Mass.
Carole E. Beaumont, Quincy, Mass.
Harriet Beltrandi, No. Agawam, Mass.
Ursula Bolevitch, Methuen, Mass.
Jeanette T. Bourgoin, Waterville, Me.
Mary E. Brecken, Marlboro, Mass.
Dorothy Gunther Brock, East, Dorset, Vt.
Frances J. Brown, Northampton, Mass.
Janet L. Burke, Clinton, Mass.
Jean F. Campbell, Somerville, Mass.
Barbara Adelman Carmen, Boston, Mass.
Nancy A. Cate, No. Salem, N.H.
Lorraine E. Chabot, Portsmouth, N.H.
Helen L. Chapman, Reading, Mass.
Barbara A. Clark, New Castle, Penn.
Martha M. Codi, Yonkers, N.Y.
Anna M. dePaulis, Roslindale, Mass.
Shirley A. Donaghy, Attleboro, Mass.
Barbara Eckberg, Woburn, Mass.
Elspeth A. Edge, Cambridge, Mass.
Edna M. Farrell, New London, Conn.
Aline M. Flynn, Winthrop, Mass.
Barbara J. Fox, Lawrence, Mass.
Lora P. Gasparri, Malden, Mass.
Pauline A. Gordon, Fitchburg, Mass.
Jean M. Grady, Leominster, Mass.
Mary A. Gratta, Hingham, Mass.
Joan A. Grieve, Arlington, Mass.
Barbara M. Hamilton, Winchester, Mass.
Audrey T. Hatch, Quincy, Mass.
Joan C. Hipsky, Stafford Springs, Conn.
Audrey Chase Hull, Woods Hole, Mass.
Joan Counsell Inman, New Bedford, Mass.
Lois M. Johnson, New Britain, Conn.
Shirley E. Kelley, Dorchester, Mass.
Maureen T. Kerrigan, Boston, Mass.
Helen E. Keskula, Roslindale, Mass.
Dorothy A. Kishkis, Braintree, Mass.
Marion R. Larsen, New London, Conn.
Nancy B. Lee, West Acton, Mass.
Roberta H. McNeill, Lowell, Mass.
Althea D. Madge, Hyde Park, Mass.
Marianna Mandile, Medford, Mass.
Shirley A. Miggins, Sparkill, N.Y.
Catherine A. Millett, Littleton, Mass.
Jean M. O'Leary, Brockton, Mass.
Janet L. Oteiza, New Milford, N.J.
Jeanne C. Paquin, Lakewood, R.I.
Dorothy A. Percival, New Bedford, Mass.
Anne M. Perry, Brunswick, Me.
Joan B. Piekarski, Brockton, Mass.
Kathleen Renehan, Providence, R.I.
Joanne M. Reynolds, Abington, Mass.
Louise M. Rigazio, Somerville, Mass.
Sylvia Howard Rock, Boston, Mass.
Carole L. Schuster, Woonsocket, R.I.
Dorothy H. Seamans, Franklin, N.H.
Alice Skowyra, Palmer, Mass.
Anna-Louise C. Smith, Schenectady, N.Y.
Harriet F. Spengler, Archbold, Ohio
Esther A. Suihkonen, Gardner, Mass.
Margaret F. Sutton, Orleans, Mass.
Mary A. Tremaine, Florence, Mass.
Elinor M. Walker, New Bedford, Mass.
Joan B. Walmsley, New Bedford, Mass.
Beatrice C. Whiting, No. Quincy, Mass.
Barbara J. Whitney, Melrose, Mass.
Rita J. Whitney, Middlebury, Vt.

MARCH SECTION

Helen Anderson, Shrewsbury, Mass.
Patricia L. Behn, Arlington, Mass.
Patricia A. Benson, No. Abington, Mass.
Joan Blass Behrman, Marshfield Hills, Mass.
Constance W. Blish, Worcester, Mass.
Claire Canapary, Freeport, N.Y.
Audrey L. Clark, Salem, Mass.
Nancy A. Dow, Epping, N.H.
Ellen T. Harding, Wollaston, Mass.
Bette L. Hill, Marshfield, Mass.
Constance A. Holleran, Manchester, N.H.
Julia L. Hunt, Norwich, N.Y.
Lilli S. Johansson, East Jaffrey, N.H.
Myrtle L. Jones, Roxbury, Mass.
Marcia McGahan, Waltham, Mass.
Marilyn N. McGrath, Rochester, Mass.
Sheila MacKivergan, Providence, R.I.
Audrey J. McLoughlin, Revere, Mass.
Marina Marcucci, Englewood, N.J.
Dorothy E. Marks, Bath, Maine
Janice M. Mone, Stoughton, Mass.
Grace S. Murabito, Lawrence, Mass.
Marilyn P. Prouty, Springfield, Mass.
Sally E. Shea, Norwich, Conn.
Hope A. Sumption, Brockton, Mass.
Jean F. Witham, Stoughton, Mass.
Janet E. Wright, Hyde Park, Mass.

CLASS OF 1956-1957

SEPTEMBER SECTION

Barbara Adams, Wellesley Hills, Mass.
Davina R. Adler, Waltham, Mass.
Frances E. Barry, Buzzards Bay, Mass.
Barbara L. Betty, Wilmington, Del.
Patricia A. Brown, Brockton, Mass.
Janet Burrows, Southwick, Mass.
Joan C. Carkeek, Bayonne, N.J.
Gloria M. Ceppetelli, Webster, Mass.
Joanne I. Charlton, Ware, Mass.
Kay E. Chester, Groton, Conn.
Sylvia M. Churchill, Manomet, Mass.
Norma G. Clark, Peterborough, N.H.
Joan K. Clougherty, Boston, Mass.
Venice Costa, Stoneham, Mass.
Jeanne M. Courchesne, Granby, Mass.
Donna J. Craddock, Newton, Mass.
Elizabeth A. Cronin, Salem, Mass.
Silvia Daniusevicius, Brockton, Mass.
Phyllis J. Delano, Brockton, Mass.
Roberta A. DeLutis, Attleboro, Mass.
Diane DesJardins, Norwell, Mass.
Janet M. DiBona, Quincy, Mass.
Marie Dionne, Gloucester, Mass.
Carole J. Dombroski, Norwich, Conn.
Joan S. Donahue, Framingham, Mass.
Barbara A. Doyle, Hampton, N.H.
Barbara A. Eaton, Hopedale, Mass.
Ann N. Elwell, Weston, Mass.
Barbara A. Farley, Hempstead, N.Y.
Barbara J. Farquhar, Rutherford, N.J.
Rosemary H. Fitzgerald, Medford, Mass.
Janet C. Fletcher, Everett, Mass.
Carol A. Foss, No. Edgecomb, Me.
Marcia M. Foster, Foxboro, Mass.
Louise M. Frechette, Forestville, Conn.
Sondra L. Fuller, Fulton, N.Y.
Margaret M. Gunning, New Bedford, Mass.
Therese M. R. Hamel, Rochester, N.H.
Anne E. Hammersley, Ipswich, Mass.
Anne C. Hanaway, Quincy, Mass.
Deborah Hart, No. Quincy, Mass.
Janet M. Hixon, Hopedale, Mass.
Allene P. Hoyt, Abington, Mass.
Margaret I. Johnstone, Greenwich, Conn.
Charlotte G. Jones, White River Jct., Vt.
Georgiana Kachadorian, Methuen, Mass.
Marilyn R. Kitching, Sanford, Me.
Barbara Krysieniel, Maynard, Mass.
Yvonne M. LaPlante, E. Hartford, Conn.
Joan Dickey Lawson, Boston, Mass.
Marie F. Lefebvre, New Bedford, Mass.

Erma F. MacDougall, Norwell, Mass.
Norma E. MacLean, Tatamagouche, N.S.
Shirley J. MacMaster, Newton Highlands, Mass.
Ruth E. May, Ithaca, N.Y.
Nancy D. Mello, Fall River, Mass.
Jane E. Moore, New Britain, Conn.
Ellen Munley, Lonsdale, R.I.
Shirley A. Panchy, Somerville, Mass.
Carol A. Pellicelli, Keene, N.H.
Emmy-Lou Post, Reading, Penn.
Grace M. Rezendes, Roslindale, Mass.
Ruth E. Ross, Georgetown, Mass.
Joan A. Runge, Wheelwright, Mass.
Phyllis M. Sargelis, Brockton, Mass.
Barbara Scharrett, Ware, Mass.
Lorraine Seavey, Concord, Mass.
Martha G. Smith, Marblehead, Mass.
Barbara D. Stankiewicz, Berlin, N.H.
Elizabeth M. Svagzdys, Brockton, Mass.
Frances J. Taylor, Gilmantown Iron Works, N.H.
Prudence Thacher, Hyannis, Mass.
Isobel M. Ure, Albany, N.Y.
Sandra H. Wax, Boston, Mass.
Edith A. Wheeler, Barre, Vt.
Marian Winquist, E. Brooklyn, N.Y.
Priscilla L. Wood, Lynn, Mass.
Shirley A. Wrobel, Ware, Mass.
Mary P. York, Brewer, Me.
Sandra J. Young, Brockton, Mass.

MARCH SECTION

Patricia Ambrose, Haverhill, Mass.
Shirley M. Bartlett, Bethel, Me.
Alda R. Bowlby, Hudson, Mass.
Sarah J. Buckley, Bridgewater, Mass.
Audrey E. Carlson, St. Louis, Mo.
Mary Ann Carlson, Holbrook, Mass.
Barbara L. Comeau, Belmont, Mass.
Barbara E. Czechowski, Webster, Mass.
Joanne A. Duggan, Manchester, Mass.
Constance T. Falconer, Burnt Hills, N.Y.
Sheila A. Fitzpatrick, Medway, Mass.
Ann E. Gooding, Hudson, Mass.
Harriet E. Graham, Holbrook, Mass.
Edith M. Granahan, Foxboro, Mass.
Marilyn L. Guenther, Webster, Mass.
Milderd E. Jordan, Lawrence, Mass.
Janice F. Keating, Worcester, Mass.
Janet L. Kniff, Rochester, N.Y.
Elizabeth H. McMakin, Randolph, Mass.
Carole R. MacGlashan, Hartford, Conn.
Margaret E. MacKay, Warwick, R.I.
Joan E. Monaghan, Wellesley Hills, Mass.
Barbara A. Mooney, Milton, Mass.
Pauline M. Murray, Watertown, Mass.
Julie A. Musto, Wakefield, Mass.
Elizabeth M. Mutz, Needham, Mass.
Nancy I. Osborne, Los Banos, Calif.
Kathleen R. Shea, Arlington, Mass.
Rebecca J. Smith, Winchester, Mass.
Sally Smith, Ipswich, Mass.
Madeline E. Smurrage, Gloucester, Mass.
Shirley M. Spencer, Peabody, Mass.
Sandra Stowell, Bryant Pond, Me.
Frances Tolaro, No. Walpole, N.H.
Judy L. Webb, Milton, Mass.
Ruth J. Weiss, Bellingham, Mass.

CLASS OF 1957-1958

SEPTEMBER SECTION

Beverly Anderson, Worcester, Mass.
Judith Auchterlonie, Andover, Mass.
Lois Ann Barber, Exeter, N.H.
Catherine A. Bell, New Bedford, Mass.
Elizabeth A. Bigda, Wollaston, Mass.
Olive Mae Brawn, Topsham, Me.
Carold F. Brown, Bogota, N.J.
Carolyn M. Calabro, Quincy, Mass.
Alice Chandler, Quincy, Mass.
Marion L. Clark, Concord, N.H.

Maureen Corbin, Annapolis, Md.
Elizabeth Corcoran, Medford, Mass.
Geraldine A. Corcoran, Mattapoisett, Mass.
Georgette T. Cote, So. Bellingham, Mass.
Barbara A. Crotty, Maynard, Mass.
Jean Dasey, Dorchester, Mass.
Martha DeCoster, Abington, Mass.
Geraldine DeMello, So. Dartmouth, Mass.
Jean D. Dennison, Greenville, Me.
Priscilla G. Dudley, Swampscott, Mass.
Helen M. Durkin, Dover, N.H.
Barbara A. Farrell, Holyoke, Mass.
Josephine Fredella, Medford, Mass.
Marilynn A. Gajdusek, Yonkers, N.Y.
Nancy L. Gearin, Lawrence, Mass.
Joyce V. Green, Proctorsville, Vt.
Norma E. Higgins, Attleboro, Mass.
Ying Ho, Bethesda, Md.
Margery Howe, Westwood, Mass.
Elizabeth Humphreys, Salem, Mass.
Evelyn Izenberg, Rutland, Vt.
Christina Karthas, Brighton, Mass.
Nancy J. Keller, Longmeadow, Mass.
Joan E. Kewer, Millinocket, Me.
Nancy Kirkpatrick, Union, N.J.
Pauline E. Kurgan, Hudson, Mass.
Joyce A. Ladabouche, Springfield, Mass.
Anne M. Lanoue, Newton Highlands, Mass.
Gail LaVie, Gloucester, Mass.
Emogene Libby, Exeter, N.H.
Cynthia Locke, Melrose, Mass.
Levia A. Lugaresi, Haverhill, Mass.
Nancy L. Lyons, Charlestown, Mass.
Elizabeth A. McCallum, Fall River, Mass.
Valerie J. McLellan, Abington, Mass.
Joan E. MacNaughton, Gardiner, Me.
Rosanne E. Mandigo, W. Roxbury, Mass.
Jean Mathers, Swampscott, Mass.
Joan Meade, Hopedale, Mass.
Judith Merrill, New York, N. Y.
Eleanor Morad, New Bedford, Mass.
Barbara Moran, Warren, Mass.
Janis Nolet, Methuen, Mass.
Patrica Norwood, Chelmsford, Mass.
Janice Oberacker, Rochester, N.H.
Marilyn A. Oberbeck, Waltham, Mass.
RoseMarie Parrella, Watertown, Mass.
Carol Penrod, Barre, Vt.
Virginia Purves, Bennington, Vt.
Margaret Quinn, Framingham Ctr., Mass.
Shirley Ryan, Pepperell, Mass.
Jean Saucier, Haverhill, Mass.
Anne Schafer, Farmington Falls, Me.
Elsie Scholz, No. Chelmsford, Mass.
Barbara Sherman, New Haven, Vt.
Catherine Shriver, Elkridge, Md.
Carol Smith, Dorchester, Mass.
Anne Stadel, Stamford, Conn.
Jean Strawson, Valhalla, N.Y.
Roberta Tapella, Quincy, Mass.
Elisabeth Taylor, Tarrytown, N.Y.
Ellen Todd, No. Quincy, Mass.
Laura Vecchi, Canandaigua, N.Y.
Joan Waite, N. Tarrytown, N.Y.
Mary Walsh, Quincy, Mass.
Emily Whitlock, Covington, Va.
Marietta Wolter, Luxembourg, Germany

MARCH SECTION

Margaret A. Anderson, New Bedford, Mass.
Elaine R. Battles, Randolph, Vt.
Gertrude Boyer, Dorchester, Mass.
Alice Boyko, Methuen, Mass.
Janet M. Conway, Nantucket, Mass.
Barbara A. Cooper, Washington, D.C.
Rita M. Debonis, Berlin, N.H.
Patricia Dionne, So. Weymouth, Mass.
Jane R. Gile, Hawley, Penna.
Rose Marie Gilligan, Watertown, Mass.
Roberta Graney, Norwood, Mass.
Audrey E. Hoverkamp, Coral Gables, Fla.
Louise S. Karandy, Schenectady, N.Y.
Joan F. Londergan, No. Providence, R.I.
Wilma A. Lyons, Jamaica Plain, Mass.

Sibyl N. Magiera, Lowell, Mass.
Claribel L. Mansfield, Stoughton, Mass.
Carol A. McGinley, Arlington, Mass.
Anne Miner, Otis, Mass.
Barbara D. Murdoch, Belmont, Mass.
Elizabeth A. O'Leary, Dorchester, Mass.
Jacquelyn Oliver, Bass River, Mass.
Joyce A. Parker, Shaker Hgts., Ohio
Linda Pratt, New York, N.Y.
Helena L. Rhoads, New Bedford, Mass.
Marilyn R. Rossetti, Revere, Mass.
Mary T. Santuliani, Peabody, Mass.
Lenore C. Schiebler, Hamburg, Penna.
Joyce M. Smith, Stamford, Conn.
Dawn C. Stenstrom, Boston, Mass.
Shirley E. Sutherland, Chelmsford, Mass.
Mildred F. Thornton, Ormond Beach, Fla.
Marie A. Vilardi, New Britain, Conn.
Faith Waring, Melrose, Mass.
Rozalie S. Waskiewicz, Hadley, Mass.
Joanne N. Wielgorecki, Manchester, Mass.
Margaret T. Wood, Lowell, Mass.
Marlene W. Wood, Watertown, Mass.
Patricia Wright, W. Medford, Mass.

DEGREE PROGRAM

Radcliffe College — Massachusetts General Hospital School of Nursing

CLASS OF 1955

Elizabeth A. Brown . . . . . Brooklyn, N.Y.
Margaret A. Stewart . . . . . Wyncote, Penn.
Lucy C. Roe . . . . . Dixon, Ill.

CLASS OF 1956

Marie A. Borghesani . . . . . Arlington, Mass.
Donna R. Quin . . . . . Quincy, Mass.

CLASS OF 1957

Susanna D. Allen . . . . . Boston, Mass.
Jean C. Elliot . . . . . Manchester, N.H.
Alice B. Potts . . . . . Whitmarsh, Penn.
Elizabeth L. Swisler . . . . . St. Albans, Vt.

CLASS OF 1958

Rosemary Fenech . . . . . Detroit, Mich.
Mary Van Beuren . . . . . Newport, R.I.

CLASS OF 1959

Marcia Ellen McCuaig . . . . . New York, N.Y.
Abigail Stone . . . . . Kalamazoo, Mich.
Ann R. Taylor . . . . . Marion, Mass.
Nancy Lou Weichel . . . . . Cambridge, Mass.

CLASS OF 1960

Diana Bancker	Augusta, Me.
Judith S. Blackmer	E. Holden, Me.
Ann R. Brace	Charles River, Mass.
Sabina Crawford	New York, N.Y.
Agnes E. Duff	Pittsburgh, Penn.
Patricia N. Ryan	Norwood, N.J.
Nancy S. Scott	Edgewood, R.I.
Aura M. Simmie	Portland, Ore.
Nancy L. Walsh	Lynn, Mass.